

Implementation of the past learning recognition programme for village officials to achieve village Sustainable Development Goals (SDGS)

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Abstract. To achieve the fourth goal of the Village SDGs to realize quality village education, the Ministry of Villages in collaboration with the Ministry of Education and Culture and the Ministry of Home Affairs. In 2022, the pilot development of the RPL Village program will be implemented in Bojonegoro District Government, East Java Province. This type of research is descriptive research with a qualitative approach using the Purposive Sampling technique. Data collection techniques through interviews, observation, and documentation studies. Data analysis using the Van Meter and Van Horn approach. The results of this study are, (1) Indicators of policy standards and objectives, RPL is a learning outcome through formal, non-formal, informal education, or work experience into formal education, (2) Indicators of resources, Kemendes PDTT and scholarship funders through a pilot program by the Bojonegoro Regency Government to provide UKT, (3) Indicators of implementing activities and inter-organizational communication, the lecture begins with an opening by the implementer so that students know and know, (4)—indicators of the characteristics of the implementing agency or organization.

1 Introduction

In improving the quality of human resources, one of the important factors is the

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quality of education, both physically and non-physically. Education can fully influence the growth of a nation. The conception in the context of the post-2015 development framework/agenda, which is called the Sustainable Development Goals (SDGs). The concept of SDGs is needed as a new development framework that accommodates all the changes that have occurred after 2015 [1]. There are three pillars that serve as indicators in the concept of developing SDGs, namely, first, indicators that are inherent in human development (Human Development), including education, health [2]. The second indicator is inherent in the small environment (Social Economic Development), such as the availability of environmental facilities and infrastructure, as well as economic growth. As a concrete action, in 2022 the development of the Village RPL pilot program will be implemented for Bojonegoro Regency, East Java Province.

One of the study programs that took part in it was the Bachelor of State Administration Study Program, Unesa Public Administration Department. This research focuses on the Implementation of the Past Learning Recognition Program (RPL) for Village Officials to Achieve Village Sustainable Development Goals (SDGs) in Higher Education. In this regard, the formulation of the questions in this research is as follows, how is the implementation of the Past Learning Recognition Program (RPL) for Village Officials to Achieve Village Sustainable Development Goals (SDGs) in Bachelor of State Administration Study Program, FISH, Unesa? The goal to be achieved in this study is to describe the Implementation of the Past Learning Recognition Program (RPL) for Village Officials to Achieve Village Sustainable Development Goals (SDGs) in the Bachelor of State Administration Study Program, FISH, Unesa.

Implementation of policies with the approach model formulated by Van Meter and Van Horn is called A Model of the Policy Implementation [3]. This model explains that policy implementation is in accordance with political decisions, implementers and performance of public policies. The model illustrates that the basic policy has six variables by forming a relationship between policy and performance, these variables are: (1) Policy standards and objectives, standards and objectives must have been determined in a policy which is then to be implemented by implementers. Policy performance is used to assess the achievement of these standards and targets. (2) Resources, Van Meter and Van Horn [4] argue that policy resources are also very important. Humans are an important resource in determining the success of policy implementation. (3) Implementation and communication activities between organizations, according to Van Meter and Van Horn [4], clarity of standards and objectives as well as accuracy and consistency in communication of these standards and objectives determines implementation. The hierarchical position of officials in the organization causes them to have personnel influence and power. The influence and power in question are recruitment and selection, control over budget allocations, subordinate career paths, can influence the behavior of

subordinates and have authority in responding to policy achievement, (4) Characteristics of the implementing agent / implementor, Van Meter and Van Horn argue that from the bureaucratic structure, the characteristics of the implementing agency can be seen. (5) Social and political economic conditions. economics and politics. This is taken from logical inference from the policy system chart. The factor that also influences the results of policy implementation is the participation of the internal environment mix. (6) Disposition of implementers, Van Meter and Van Horn argue that the success or failure of policy implementation is also strongly influenced by the attitude of acceptance or rejection of policy implementing agents. This happened because the policies implemented were not the result of the thoughts of local residents who knew well the problems and problems they felt. However, public policies are usually top down in nature decision makers do not know the needs, desires or problems that must be resolved [5]. Understanding the standards and policy objectives is very important. So that the direction of the executor's disposition becomes important as well. The failure of implementers to implement the policy is because they reject the policy objectives [6]. Therefore, the intensity of the disposition of implementers can influence policy implementation. Because the failure of implementation is due to the limited intensity of the disposition.

2 Research Methods

The type of research used in this study is a descriptive study research method with a qualitative approach. Based on the problems and research objectives that have been formulated, the research focus is determined [7]. The focus in this study is to use the theory of readiness of State Universities Towards Legal Entity State Universities in order to have research boundaries so that the information collected does not go off topic and makes it easier for researchers to process the information or data obtained. The focus of research in this research is (1) Standards and policy objectives, (2) Resources, (3) Implementation activities and communication between organizations, (4) Characteristics of implementing agents / implementors (4) Economic, social and political conditions (6) The disposition of the executor.

Research informants are parties who are considered to have competence related to the study to be studied. Determination of informants in research is determined by purposive sampling, namely those who are considered to have information in relation to the research. The informants in this study were the Vice Dean for Academic Affairs at FISH Unesa, Dr. Wiwik Sri Utami, MP, Head of the Department of Public Administration, Dr. Tjitjik Rahaju, M.Si, Head of LP3 namely Dr. Bachtiar Syaiful Bachri, M.Pd, Galih Wahyu Pradana, S.AP., M.Si, Agus Utomo (Head of Bakulan Village, Temayang District), Deni Susanto (Head of Clebung Village Administration, Bubulan District).

3 Results and Discussion

3.1 Results

In an effort to achieve the Village SDGs, especially the goal of realizing quality village education, the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration developed a collaboration with the Ministry of Education, Culture, Research and Technology and the Ministry of Home Affairs signed a work agreement on the affirmation of the implementation of higher education for village heads, village officials, Village Consultative Body (BPD), professional assistance staff (village assistants) based on Past Learning Recognition as well as the independent learning program. As a concrete action, in 2022 the development of the RPL DESA pilot program will be implemented in collaboration with Yogyakarta State University (UNY) and Surabaya State University (Unesa). Surabaya State University is one of the State Universities in Surabaya which was established on December 19, 1964. Unesa already has seven faculties located in different locations. A total of four faculties are located at the Ketintang Campus, namely the Faculty of Social Sciences and Law, the Faculty of Economics, the Faculty of Engineering, and the Faculty of Mathematics and Natural Sciences. Meanwhile, three other faculties are located at the Lidah Wetan Campus, namely the Faculty of Sports Science, the Faculty of Education, and the Faculty of Languages and Arts.

Then an assessment can be carried out regarding the Implementation of the Past Learning Recognition Program (RPL) to Achieve Village SDGs (Studies in the Bachelor of State Administration Study Program, FISH Unesa) through the description of the research focus below. Most prospective students are in the Faculty of Social Sciences and Law, especially in the Bachelor of State Administration Study Program as evidenced by the full number of students in the classroom. Based on the data obtained by researchers. Then an assessment can be carried out regarding the Implementation of the Past Learning Recognition Program (RPL) to Achieve Village SDGs (Studies in the Bachelor of State Administration Study Program, FISH Unesa) through the description of the research focus below. Most prospective students are in the Faculty of Social Sciences and Law, especially in the Bachelor of State Administration Study Program as evidenced by the full number of students in the classroom. Based on the data obtained by researchers. Then an assessment can be carried out regarding the Implementation of the Past Learning Recognition Program (RPL) to Achieve Village SDGs (Studies in the Bachelor of State Administration Study Program, FISH Unesa) through the description of the research focus below.

3.1.1 Policy standards and objectives

Then it is supported by the Minister of Education, Culture, Research and Technology Regulation Number 41 of 2021 Concerning Recognition of Past Learning. In 2021, 45,387 village heads, 43,876 village secretaries, 31,147 BUM Desa administrators, and 7,889 professional assistants are high school graduates/equivalent. A total of 20,450 village heads, 25,721 village secretaries, 15,477 BUMDes administrators, and 23,735 professional assistants with Bachelor/D4 graduates. To increase access to higher education, the Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology, through the Directorate of Learning and Student Affairs, in 2021 will hold a government assistance program for implementing Type A2 Past Learning Recognition.

Recognition of Past Learning is recognition of one's learning achievements obtained through formal, non-formal, informal education, or work experience into formal education. This program is based on the legal basis of the Minister of Higher Education Research and Technology Regulation No. 26 of 2016 regarding RPL Guidelines on several legal bases such as the Law on National Education System No. 20 of 2013, Perpres, and PP no. 4 of 2014. By holding this program, it is hoped that individuals who have not had time to complete their education (diploma, bachelor, master) and are already working can continue their education and be encouraged to continue learning through formal education at the higher education level.

In the Recognition of Past Learning program, this can be recognized as learning outcomes in the form of obtaining credits for pursuing an undergraduate or postgraduate level. But for now the RPL program being implemented is at the S1 level. For undergraduates, they can come from high school graduates or equivalent or have attended college and have a minimum of 2 years experience or at least have a clear training certificate. Whereas for masters programs that have studied masters and have not continued or have work experience or have certified training, they will receive 1 semester of assistance.

In an effort to realize this, a Collective Labor Agreement was signed on 20 February 2021 in Jakarta. In this program, collaboration is carried out by many universities, not only state universities but also private universities which are accommodated in the Village Higher Education Forum (PERTIDES). The PERTIDES Forum is committed to support village and rural development through improving the quality of community education. The PERTIDES Forum is committed to and fully supports the implementation of the Village RPL Program and will develop educational programs in their respective environments. To date, 13 PTN/PTS have developed RPL programs for undergraduate and postgraduate levels.

3.1.2 *Resource*

Policy implementation needs to be supported by human and non-human resources. The human resources in the RPL program consist of the involvement of development actors and the empowerment of village communities who have important values in village development. Thus, in order to accelerate the achievement of sustainable development goals and improve the quality of human resources in villages, it is necessary to recognize past learning from work experience in villages as course credit for pursuing further education at the S1/D4 and S2 levels. Therefore, the Ministry of Villages, Development of Disadvantaged Regions and Transmigration together with Higher Education Organizers and scholarship funders implemented Recognition of Village Past Learning (RPLDesa) through a pilot program by the Bojonegoro Regency Government which provided Single Tuition Fees for around 1600 Village RPL participants consisting of Village Heads, Village Officials, BPD members, BUM Des/BUM Desma managers, AssistanceStaff (TPP), Village Community Empowerment Cadres (KPMDD), and other activists domiciled in Bojonegoro Regency.

The Bojonegoro Regency Government provides Single Tuition Fees for students who qualify through funding sources in Bojonegoro Regency in the form of the Regional Budget. Village Community Empowerment Cadres (KPMDD), and other activists domiciled in Bojonegoro Regency. The Bojonegoro Regency Government provides Single Tuition Fees for students who qualify through funding sources in Bojonegoro Regency in the form of the Regional Budget. Village Community Empowerment Cadres (KPMDD), and other activists domiciled in Bojonegoro Regency. The Bojonegoro Regency Government provides Single Tuition Fees for students who qualify through funding sources in Bojonegoro Regency in the form of the Regional Budget.

Therefore, by selecting study programs that are in accordance with the objectives of the RPL program, five appropriate undergraduate study programs were selected, namely Public Administration, Management, Accountants, Sociology, and Non-School Education. This RPL program can be pursued for 2 years through a recognition process for the expertise and experience possessed in the development and empowerment of village communities. In its implementation, one of the study programs that is most in demand at Unesa is the Bachelor of Public Administration which consists of 6 classes.

Apart from the need for cooperation, other supporting factors are also needed, such as facilities and infrastructure at Unesa. This can be seen from the facilities provided by the campus which provide facilities and infrastructure both offline and online. According to Mrs. Wiwik Sri Utami as Deputy Dean for Academic Affairs FISH said:

"In terms of facilities and infrastructure, we have provided

classrooms that will be used in teaching and learning activities, adequate internet when offline, other than that such as permits and easy access for both students and lecturers such as administration, assignments, legal and official correspondence so that it can be done easily so that the implementation and objectives of the existence of this RPL program ".

3.1.3 Inter-Organizational implementation and communication activities

According to Van Meter and Van Horn [7], clarity of standards and objectives as well as accuracy and consistency in the communication of these standards and objectives determines the implementation of effective policies. One of the characteristics of the SDGs is that they have a formulation in the form of a statement of objectives, meaning that indicators are compiled and directed to achieve predetermined goals that refer to individual goals. The SDGs target always aims at fulfilling 100 percent of citizens which can be seen in goal number 4 regarding quality education. Area-related objectives are directed at indicators of the existence of quality use facilities, as well as management of their impact on the local ecosystem.

These goals also include strategies and even cover the required institutions. In line with increasing knowledge about the variety and nature of stakeholder parties, cooperation also includes at least community, state and private parties. SDGs are needed to be implemented in villages. By building a village with total substance, but can be controlled in a limited area and people. This means that the chances of success in implementing the SDGs in one village, in each village, are maximized. SDGs are placed in the Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 13 of 2020 concerning Priority for Using Village Funds in 2021. Implementation activities and communication between organizations are not carried out suddenly. Rather, discussions were held between the Ministry of Villages, The Development of Disadvantaged Regions and Transmigration together with the Organizing Higher Education Institutions, as well as village officials involved in this program, resulted in a product in the form of a Village Past Learning Recognition Undergraduate Program Guide for the 2022-2024 Academic Year.

The weight of credits taken during undergraduate study is 144 credits, while the courses that can be taken are divided into 72 credits of Recognition Potential Courses and 72 credits of compulsory courses. Then next, Compulsory Courses that can be taken by students in semester 1 (one) of 20 credits. The subjects taught are: Introduction to Public Administration, Principles of Management, Organizational Theory, State Administration System, Public Policy, State Administrative Law, State Administration Reform.

Entering semester 2 (two) of 22 credits. The courses taken are Public Sector Human Resource Management, Organizational Behavior, Public Service Management, Digital Governance, State Finance, Administrative Research Methods, Social Statistics. Semester 3 (three) of 18 credits, namely Policy Analysis, Communication and Policy Advocacy, Bureaucracy and Public Governance, Public Administration Ethics, Community Empowerment, Seminar on State Administration, Policy Evaluation, semester 4 (four) of 12 credits, namely Environmental Policy, Disaster Management, Inter-Regional Cooperation, Thesis.

During RPL registration, 325 registrants attended the S1 Study Program of Public Administration. After that, recognition was carried out for the activities they participated in with proof of school diplomas, SK village officials, training certificates they participated in. Recognition is done with 1 student in the assessment or assessment with 3 assessors. This recognition assessment is carried out through a system created by PPTI. This result of recognition assessment passed the assessment of 295 prospective students.

In first semester the RPL class lecture schedule is held on Friday and Saturday. This is done considering that village officials work on weekdays. So as not to disturb working hours, the study program has adopted a policy that lectures are held on Fridays and Saturdays. But based on the results of the evaluation it was too hard for students and lecturers to receive lectures and teach starting in the morning at 07.00 until it ends at 18.00 WIB. So that in semester 2 the class schedule changes to 15.30 WIB during working hours from Monday to Friday.

In terms of communication between organizations can be seen in The Ministry of Education, Culture, Research and Technology has a special website that contains guidelines for implementing the RPL program called SIERRA (Academic Past Learning Recognition System (RPL)). According to Ms. Tjitjik Rahaju said,

"Coordination carried out by universities can also be seen from the addition of a special platform at SIAKAD called SIMRPL. After registering according to the schedule above. So, an announcement was made by the Bojonegoro Regency Government to all villages with a limited quota. This RPL program is in accordance with the Key Performance Indicator Targets (IKU) carried out by UNESA, one of which is cooperation between study programs, faculties, universities, and outside the scope of UNESA."

3.1.4 Characteristics of executing agents

SDGs Desa at number 18 was decided by the state, which was initiated by the Ministry of Villages, PDT and Transmigration. Village SDGs were chosen as a strategy to accelerate the wheel of village development itself. The implementation

of the SDGs can be seen from the characteristics of implementing agents who contribute to each other to achieve the goals. Implementing agents from the campus such as lecturers carry out their obligations by giving lectures according to the schedule and conditions given. It is undeniable that the existence of 6 classes of RPL classes certainly adds to the burden of teaching assignments for lecturers in the study program.

3.1.5 Economic, social, and political conditions

One of the important things in implementing the Village SDGs is dynamic institutions, willing to follow the latest data, so that they are agile in formulating policies according to data. In the village, village government institutions play a very important role. The village head and his apparatus carry out various functions to maintain the peace of the residents amidst the changes that are occurring in the village (Breman and Wiradi, 2004). At the same time they become leaders whose legitimacy is maintained through their services to citizens (Geertz, 1986). In order to strengthen village institutions, then the Unesa State Administration Study Program in collaboration with the Community and Village Empowerment Service (DPMD) of Bojonegoro Regency conducted a Workshop entitled "Collaboration of Strengthening Village Institutions in the Context of Accelerating the Achievement of Village SDGs in Bojonegoro Regency".

Purpose in holding of the Workshop "Collaboration on Strengthening Village Institutions in the Context of Accelerating the Achievement of Village SDGs in Bojonegoro Regency" is to provide understanding to village officials in Bojonegoro Regency about the importance of SDGs and achievement of SDGs in the framework of carrying out sustainable development at the village level.

BUMDes can be directed to support the economic businesses of residents who are already developing in the village, so that they develop even more rapidly. According to news from Bojonegorokab.go.id, almost all villages in Bojonegoro Regency have BUMDes which are already legal entities. Out of 419 villages, only 26 villages do not yet have BUMDes. Among the villages that have BUMDes are divided into 4 categories, namely the advanced category 15 villages, the developing category there are 64 villages, the growing category is 173 villages, and the basic category is 161 BUMDes.

Part of BUMDes profits is required to be a component of Village Original Income (PADes) recorded in the APBDes, so that it can be used for village development. In addition, PADes can be used to increase village assets. Productive assets which will then become a source of greater PADes which are expected to expand services to villagers. One of the things that can be done to implement the Village SDGs is through training. The RPL program provides theoretical training on good service. RPL gave positive results for residents and village officials. This

can be seen from the RPL program being able to influence economic, social, and political conditions because of the insights possessed by village officials who participated in the RPL program.

3.1.6 Disposition of the Executor

The Village SDGs are an alternative effort to accelerate the achievement of the Sustainable Development Goals at the village level. At the national level, making the Village SDGs a goal with indicators in implementing village development will make a major contribution to achieving the Sustainable Development Goals. The SDGs support and accelerate the achievement of Presidential Regulation Number 59/2017 which is a follow-up to the Indonesian government's agreement on a global development document entitled Transforming Our World: The 2030 Agenda for Sustainable Development, as well as a global development agenda document which contains 17 goals, 169 targets, which is called Sustainable Development Goals (SDGs).

Guidance and supervision is an important step in overseeing the implementation of the Village SDGs which includes capacity building activities, training, technical assistance, and mentoring. Facilities are not enough if only the government does it, but it also needs to be supported by other village activists, such as village leaders, NGOs, universities, international institutions, and even the business world. It is important that assistance is carried out on an ongoing and emancipatory basis by local actors, as a regeneration effort to maintain the pace of village development. The strength of the initiative and innovation of local cadres becomes cultural capital for the village in the future. Village development that focuses on the strength of local initiatives is more likely to reap success, because it is based on experience and knowledge of local community needs.

The progress and achievements of the villages cannot be separated from the support of the cooperation made with various parties. This means that the achievement of the Village SDGs will depend heavily on the strong commitment and synergy of all parties. Bojonegoro Regency is very supportive of this RPL program and can be seen from the permission given by the village head to employees who will register for this program. In addition, lecture schedules that conflict with work schedules, employees are given permission to attend lectures during their working hours. Similar to what was said by Pak Agus Utomo, explaining:

“In the village where I work there is no special disposition for this matter because there has been a scheme from the start. So, no party is harmed for a particular reason. Regional apparatus participating in this program are also given permits according to their needs.”

As an effort to maintain the quality of the Village RPL lecture cooperation

program, the Bojonegoro Regency Government has given a disposition to the Bojonegoro Regency Community and Village Empowerment Service (DPMD) to carry out technical coordination with the campuses (Unesa and UNY) regarding the implementation of the Village RPL Program lectures. Following up on this, Unesa is also proactively trying to maintain the quality of the Village RPL Program lectures by conducting lecture monitoring and evaluation scheduled per semester. The lecture monitoring and evaluation was carried out by the Quality Assurance Group (GPM) in each faculty, including the lecture monitoring and evaluation of the Village RPL Program S1 State Administration Study Program which was conducted by the GPM of the Faculty of Social Sciences and Law. Besides that, Field monitoring and evaluation of the Village RPL Program was also carried out by the Unesa LP3 as the coordinator of the Village RPL Program at Unesa.

3.2 Discussion

The Bojonegoro Regency Government is a Regency Government that is quite successful in managing the economy in its 419 villages. this can be seen from the number of BUMDes that are able to be managed until they become legal entities. In this case the management of these resources is also a productive asset so that it becomes a larger PADes. Implementation is the implementation of a program that has been prepared or formed to achieve a goal. Program implementation can be said to have been implemented properly when those who feel the change are not only implementing agents, namely the Bojonegoro Regency Government and residents, but also policy makers who feel this.

3.2.1 Policy standards and objectives

Recognition of Past Learning is recognition of one's learning achievements obtained through formal, non- formal, informal education, or work experience into formal education [8]. This program is based on the legal basis of the Minister of Higher Education Research and Technology Regulation No. 26 of 2016 regarding RPL Guidelines on several legal bases such as the Law on National Education System No. 20 of 2013, Perpres, and PP no. 4 of 2014. With the holding of this program, it is hoped that individuals who do not have time to complete their education (diplomas, degrees)

3.2.2 Resource

Human resources and non-human resources are important elements in policy implementation. The human resources in the RPL program consist of the

involvement of development actors and the empowerment of village communities who have important values in village development. In this RPL program there are human resources, namely implementing agents and policy makers who are involved in the development and empowerment of village communities. As for non-human resources, such as the provision of a single tuition fee by the Bojonegoro Regency Government, facilities and infrastructure provided by the university and the Bojonegoro Regency Government, as well as policy-making supporters who provide opportunities to improve the quality of existing human resources.

3.2.3 Inter-Organizational implementation and communication activities

In line with increasing knowledge about the variety and nature of stakeholders, cooperation also includes at least the community, state and private parties. SDGs are needed to be implemented in villages [9,10]. This can be done by building a village with total substance, but it is still controlled in a limited area and people. This means that the chances of success in implementing the SDGs in one village and each village are maximized. SDGs are placed in the Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 13 of 2020 concerning priority use of village funds in 2021. To communicate this program face-to-face is not enough. But it is supported by other media devices such as printed books, website addresses, and videoconferencing.

3.2.4 Characteristics of executing agents

Van Meter and Van Horn argue that from the bureaucratic structure, the characteristics of the implementing agency can be seen. The bureaucratic structure is the characteristics, norms and patterns of relationships that occur repeatedly in the executive body related to the potential possessed by carrying out the policy [11]. Village SDGs are field policies so that results and benefits are immediately released for village residents. Permendesa PD TT No 13/2020 shows the legality of the decision and its implementation has started with the formulation of plans for all villages in Indonesia in 2020 regarding the priority of using village funds in 2021, which means that this decision is legal and binding for 74,953 villages. Village SDGs were chosen as a strategy to accelerate the wheel of village development. The implementation of the SDGs can be seen from the characteristics of implementing agents who contribute to each other to achieve the goals.

3.2.5 Economic, social, and political conditions

Based on the planning regulations, the planning must refer to the latest village data. The village development planning process usually starts with identifying deficiencies in services, facilities, and components of village progress. The village

meeting decided to fulfill aspects that had not yet been realized in the village. To maintain village economic resilience, this can be done by developing village-owned enterprises [12, 13]. BUMDes can be directed to support the economic businesses of residents who are already developing in the village, so that they develop even more rapidly. In this case, prior to the existence of the RPL program, the economic conditions of the Bojonegoro Regency Government had been able to meet the needs of residents in each village.

3.2.6 Disposition of the executor

An important step in overseeing the implementation of the Village SDGs is by carrying out coaching and supervision which includes capacity building activities, training, technical assistance, and mentoring. Facilities are not enough if only the government does it, but it also needs to be supported by other village activists, such as village leaders, NGOs, universities, international institutions, and even the business world [14, 15]. It is important that assistance is carried out on an ongoing and emancipatory basis by local actors, as a regeneration effort to maintain the pace of village development. The form of disposition in the implementation of the RPL program is in the form of support coming from various parties who have the same goals regarding the Village SDGs.

4 Conclusion

Based on the results of the research conducted by the research team, it can be concluded that the implementation of the Past Learning Recognition Program (RPL) for village officials to achieve Village Sustainable Development Goals (SDGs) in the Bachelor of State Administration Science Study Program, FISH, Unesa has gone well. Based on the results of the research and discussion that has been done, for further research it is better to: (1) Can describe the characteristics of implementing agents or implementors in more detail so that the goals and intentions of implementing the RPL program for village officials to achieve Village Sustainable Development Goals (SDGS) can be an evaluation. (2) Can describe the economic, social and political conditions of the village government which further research will do.

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